

# 4th 9 Weeks Kindergarten ELA “I Can Statements”

## Reading:

1. With prompting and support, I can ask and answer questions about key details in a text.
2. With prompting and support, I can retell familiar stories, or identify the main topic and retell key details.
3. With prompting and support, I can identify characters, settings, and major events in a story.
4. With prompting and support, I can describe the connection between two individuals, events, ideas, or pieces of information in a text.
5. With prompting and support, I can ask and answer questions about unknown words in a text.
6. I can actively engage in group reading activities with purpose and understanding.
7. With prompting and support, I can describe the relationship between illustrations and the text in which they appear.
8. With prompting and support, I can identify reasons an author gives to support points in a text.
9. With prompting and support, I can identify similarities and differences between two texts on the same topic.
10. With prompting and support, I can compare and contrast the adventures and experiences of characters in familiar stories.

## Foundational Skills:

1. I can follow words from left to right, top to bottom, and page by page.
2. I can recognize that spoken words are represented in written language by specific sequences of letters.
3. I can understand that words are separated by spaces in print.
4. I can recognize and name all upper- and lowercase letters of the alphabet.
5. I can recognize and produce rhyming words.
6. I can count, pronounce, blend, and segment syllables in spoken words.
7. I can blend and segment onsets and rimes of single-syllable spoken words.
8. I can isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
9. I can demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
10. I can associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
11. I can read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
12. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Language:

1. I can print many upper- and lowercase letters.
2. I can use frequently occurring nouns and verbs.
3. I can form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
4. I can understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
5. I can use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
6. I can produce and expand complete sentences in shared language activities.
7. I can capitalize the first word in a sentence and the pronoun I.
8. I can recognize and name end punctuation.
9. I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
10. I can spell simple words phonetically, drawing on knowledge of sound-letter relationships.
11. I can use words and phrases acquired through conversations, reading and being read to.
12. I can distinguish the meaning of verbs with the same general action (walk, march, strut) by acting it out.

## Helpful ELA websites:

<a href="http://www.pbskids.org">www.pbskids.org</a>	<a href="http://www.RAZ-kids.com">www.RAZ-kids.com</a>	<a href="http://www.phoneme.pop">www.phoneme.pop</a>
<a href="http://www.starfall.com">www.starfall.com</a>	<a href="http://www.abcya.com">www.abcya.com</a>	<a href="http://www.readingresource.net">www.readingresource.net</a>